

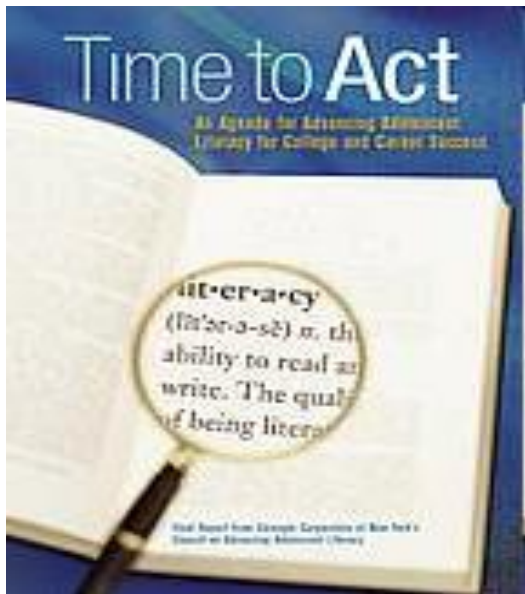


# Reading Intervention:

*From Research to  
Practice for Struggling  
Readers in the General  
Education and Resource  
Classroom (Grades 3-8)*

Arizona Department of Education  
K-12 Literacy

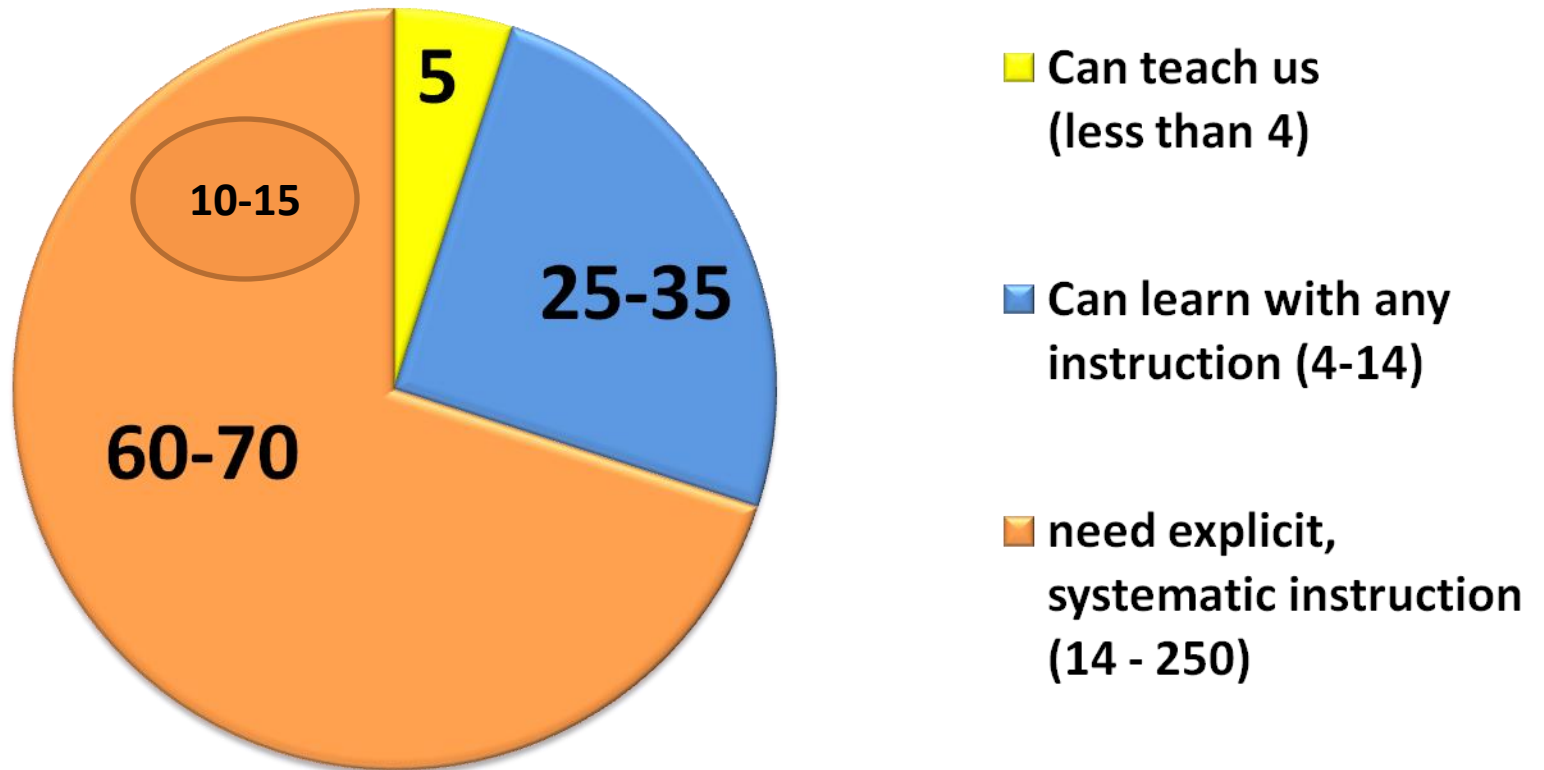
# Time to Act:



## A Carnegie Report

*Snow, Martin, & Berman, 2008*

# Focus on instruction



# The Many Strands that are Woven Into Skilled Reading

(Scarborough, 2001)

## LANGUAGE COMPREHENSION

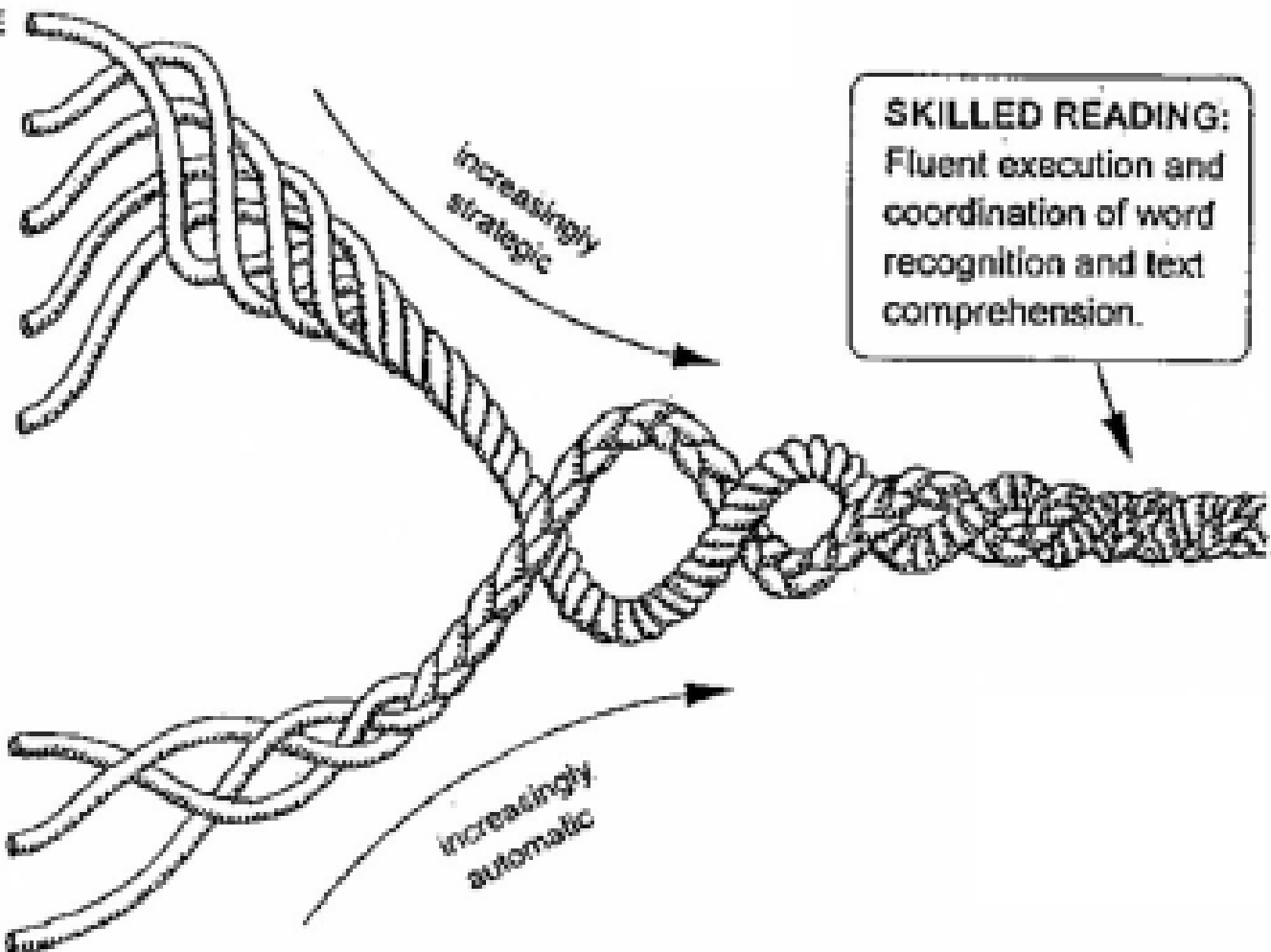
BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)



## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

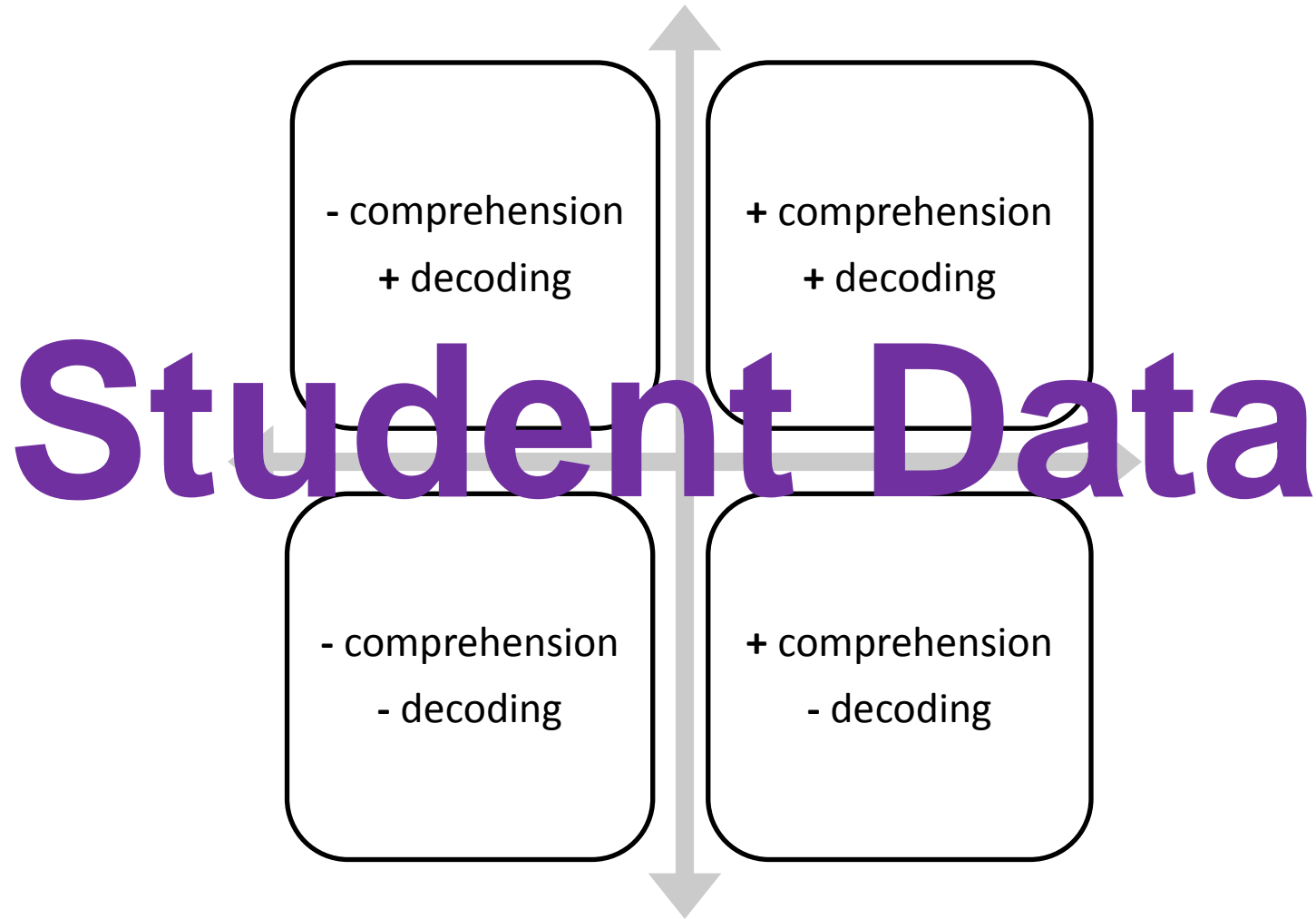
SIGHT RECOGNITION  
(of familiar words)

# Simple View of Reading



Gough & Tunmer,  
1986

# Comprehension and Decoding Patterns of Association in Children with Reading Difficulties



# Essential Components of Language and Literacy

Component	Elementary	Secondary
Phonemic Awareness	√	
Phonics/Word Study	√	(Advanced) √
Spelling	√	√
Grammar	√	√
<b>Vocabulary</b>	√	√
<b>Fluency</b>	√	√
<b>Comprehension</b>	√	√
<b>Writing</b>	√	√
Speaking/Listening	√	√

# **What Research Says...**

## **APPENDIX A**



# RESEARCH SUPPORTING KEY ELEMENTS OF THE STANDARDS

## Appendix A

Reading: Text Complexity	Pages 2-16
Reading: Foundational Skills	Pages 17-22
Writing	Pages 23-25
Speaking and Listening	Pages 26-27
Language	Pages 28-31
Vocabulary	Pages 32-35
Bibliography and Glossary of Key Terms	Pages 36-43

# Shifts

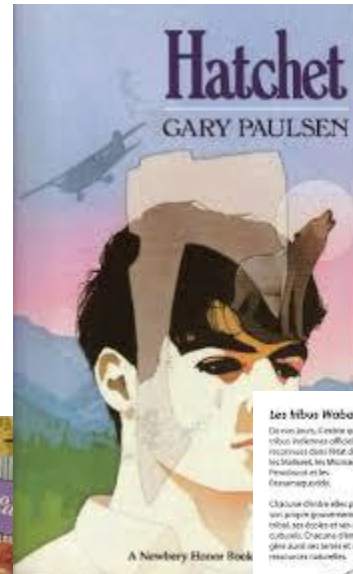
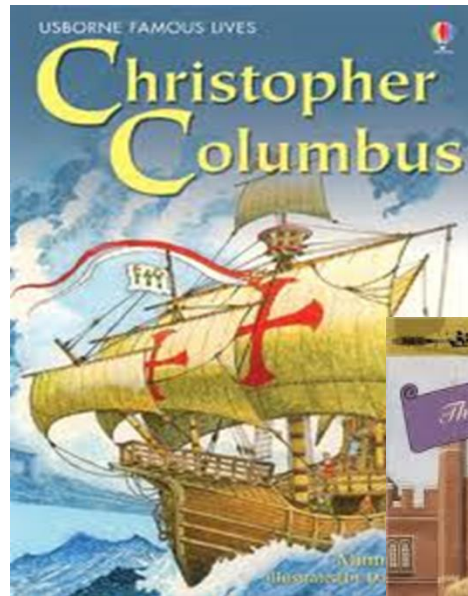
## WHAT HAS CHANGED?

# 3 ELA/Literacy Shifts

- **Building knowledge through content-rich nonfiction**
- Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

# ELA/Literacy: Shift #1

Building knowledge through content-rich nonfiction.



# ELA/Literacy: Shift #2

**Reading, writing and speaking grounded in evidence from text, both literary and informational.**



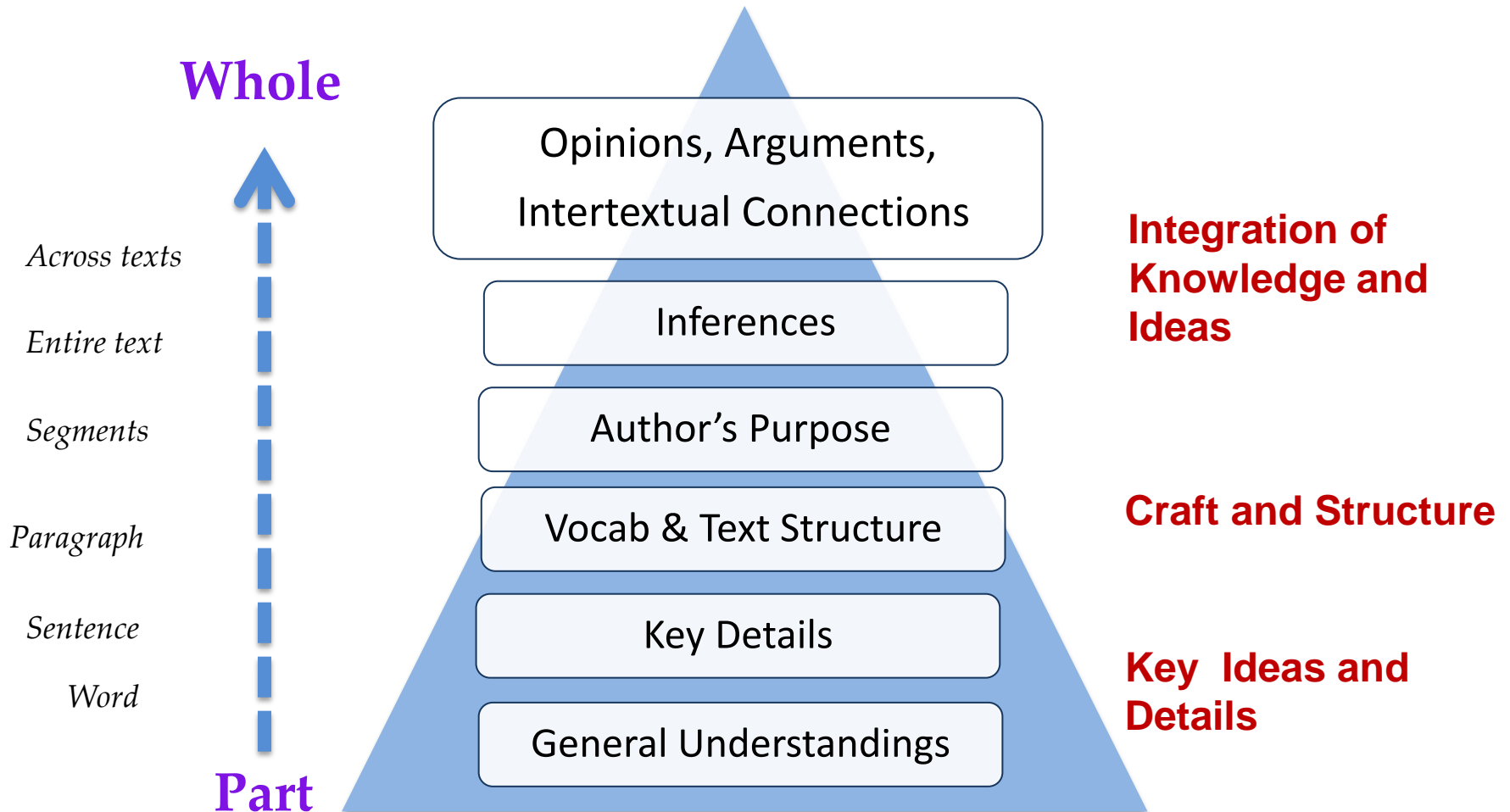
# Characteristics of Text-dependent questions...



# Characteristics of Text-dependent questions

- Can *only* be answered with evidence from the text
- Can be literal, but can also involve analysis, synthesis, evaluation
- Focus on word, sentence and paragraph as well as larger ideas, themes or events
- Focus on difficult portions of text in order to enhance reading proficiency
- Can also include prompts for writing and discussion questions.

# Progression of Text-dependent Questions





# ELA/Literacy: Shift #3

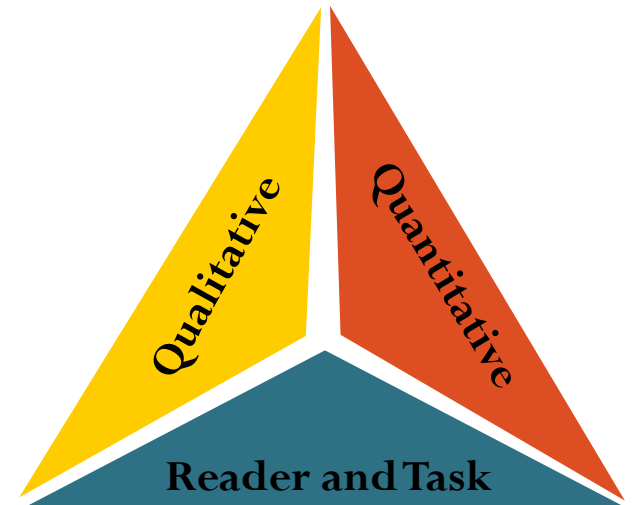
**Regular practice with complex text and its academic language.**



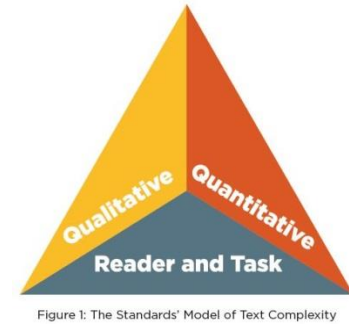
# Text Complexity

*Text complexity is defined by:*

1. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. **Quantitative measures** – readability and other scores of text complexity
3. **Reader and Task** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



# Text Complexity



**Qualitative** dimensions of text complexity are best measured or only measurable by an attentive human reader. (Appendix A pp 5-6)

## Dimensions include:

- Levels of Meaning or Purpose
- Structure
- Language Conventionality and Clarity
- Knowledge Demands

# Text Complexity



Figure 1: The Standards' Model of Text Complexity

**Quantitative** dimensions refer to:

- word length
- word frequency
- sentence length
- text cohesion

These are difficult, if not impossible, for a human reader to evaluate efficiently, especially in long texts. Today they are typically measured by computer software. (Appendix A p.7)

# Text Complexity



Figure 1: The Standards' Model of Text Complexity

## **Reader and Task dimension:**

- These decisions are best made by teachers who employ their professional judgment, experience, and knowledge of their students and the subject.
- Variables specific to reader's
  - Motivation
  - Knowledge
  - Experiences

# Simple View of Reading



Gough & Tunmer,  
1986

# Syllable Types

Syllable Type	Examples	Description of syllable types
Closed	<u>rab</u> bit re <u>je</u> ction	A syllable having a short vowel and ending in a consonant. (VC, CVC, CCVC, CVCC)
Open	<u>tab</u> le star <u>va</u> tion	A syllable with a long vowel sound that is spelled with a single vowel letter. (CV, CCV)
Vowel Combinations	<u>canteen</u> pro <u>claim</u>	A syllable with a vowel combination such as ai, oa, ea, or oi. (CVVC, CCVC, CVVCC)
R-controlled	<u>vapor</u> ize <u>surre</u> nder	A syllable containing r-controlled vowels such as ar, er, or, ir, ur.
Vowel-Consonant-e	<u>escape</u> <u>obsole</u> te	A syllable with a long vowel sound with a consonant and final e. (VCe, CVCe, CCVCe)
Consonant-le	<u>pudd</u> le	A final syllable containing a consonant before le.

# Morpheme: sort by meaning

- teacher
- kinder
- helper
- her
- painter
- reader
- faster
- sister
- swifter
- farmer
- slobber
- greater
- larger
- butter



**Highlight the suffix in each word.**

**Sort into 3 Groups:**

**1) suffix –er means “one who”**

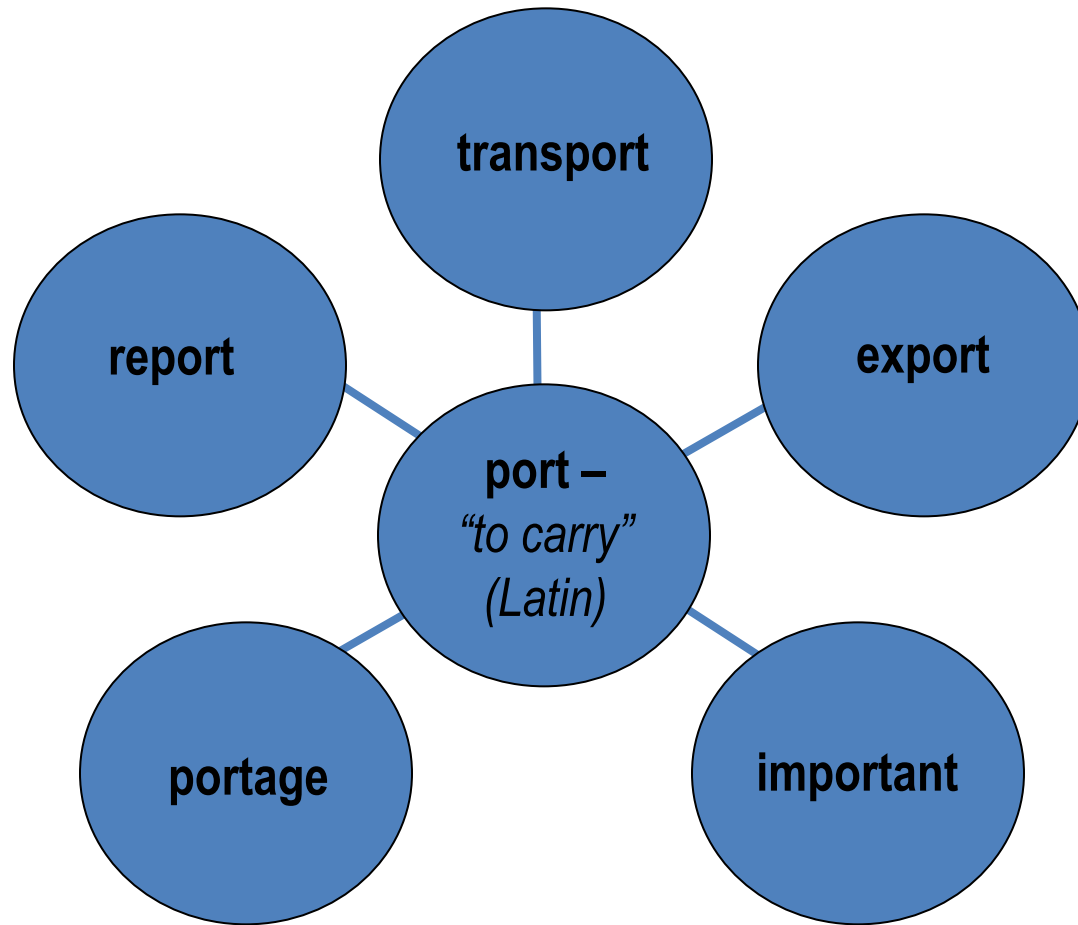
**2) suffix –er indicates “more”**

**3) there is NO suffix -er**

Susan Ebbers – October 6, 2011  
Meaningful and Memorable Word Study



# ***Morphology – Word Study***



http://www.cdl.org/resource-library/pdf/Common%20Prefixes%20Suffixes%20and%20Roots%206%2010.pdf - Windows Internet Explorer

http://www.cdl.org/resource-library/pdf/Common%20Prefixes%20Suffixes%20and%20Roots%206%2010.pdf

File Edit Go To Favorites Help

★ Favorites ★ Suggested Sites Web Slice Gallery Access Excel Free Hotmail Internet Explorer Outlook PowerPoint Publisher SPAMCONSOLE Word

http://www.cdl.org/resource-library/pdf/Comm...

1 / 6 95% Sign Find

**CDL**  
Center for Development and Learning

## Common Prefixes, Suffixes and Roots

Compiled by Alice Thomas

### The 20 Most Common Prefixes in Academic Texts

Prefix	Meaning	Examples
1. un-	not; opposite	uncover, unlock, unsafe
2. re-	again; back	rewrite, reread, return
3. in-, im-, ir-, i	not; into	incorrect, insert, inexpensive, illegal, irregular, inability
4. dis-	away, apart, negative	discover, discontent, distrust
5. en-, em-	cause to	enjoy, endure, enlighten, entail
6. non-	not	nonsense, nonverbal, nonstick, nonspecific
7. in-, im-	in, into	invade, implant
8. over-	too much	overload, overdo, overact, overboard, overdose
9. mis-	wrongly	misjudge, misinterpret, misguided, mismatch, misplace
10. sub-	under	submarine, subtext, substandard, subtotal, subversive
11. pre-	before	preview, pretest, prevent, preplan
12. inter-	between, among	international, intermission, intermingle, interface
13. fore-	before	foreshadow, foresight, foreseeable, forecast, foreground
14. de-	opposite of	defrost, depose, detour, debug, decaffeinated
15. trans-	across; move between	transatlantic, transcend, transfer, transact, transport
16. super-	above	supersonic, superstar, supernatural, superstore
17. semi-	half	semicircle, semiprecious, semicolon, semifinal
18. anti-	against	antifreeze, antithesis, antitrust, antidote, antisocial
19. mid-	middle	midterm, Midwest, midstream, midway, midnight
20. under-	too little; not enough	underfed, underdog, underestimate, underage

Downloaded (279.70 KB of 438.80 KB) : http://www.cdl.org/resource-library/pdf/Common%20Prefixes%20Suffixes%20and%20Roots%206%2010.pdf

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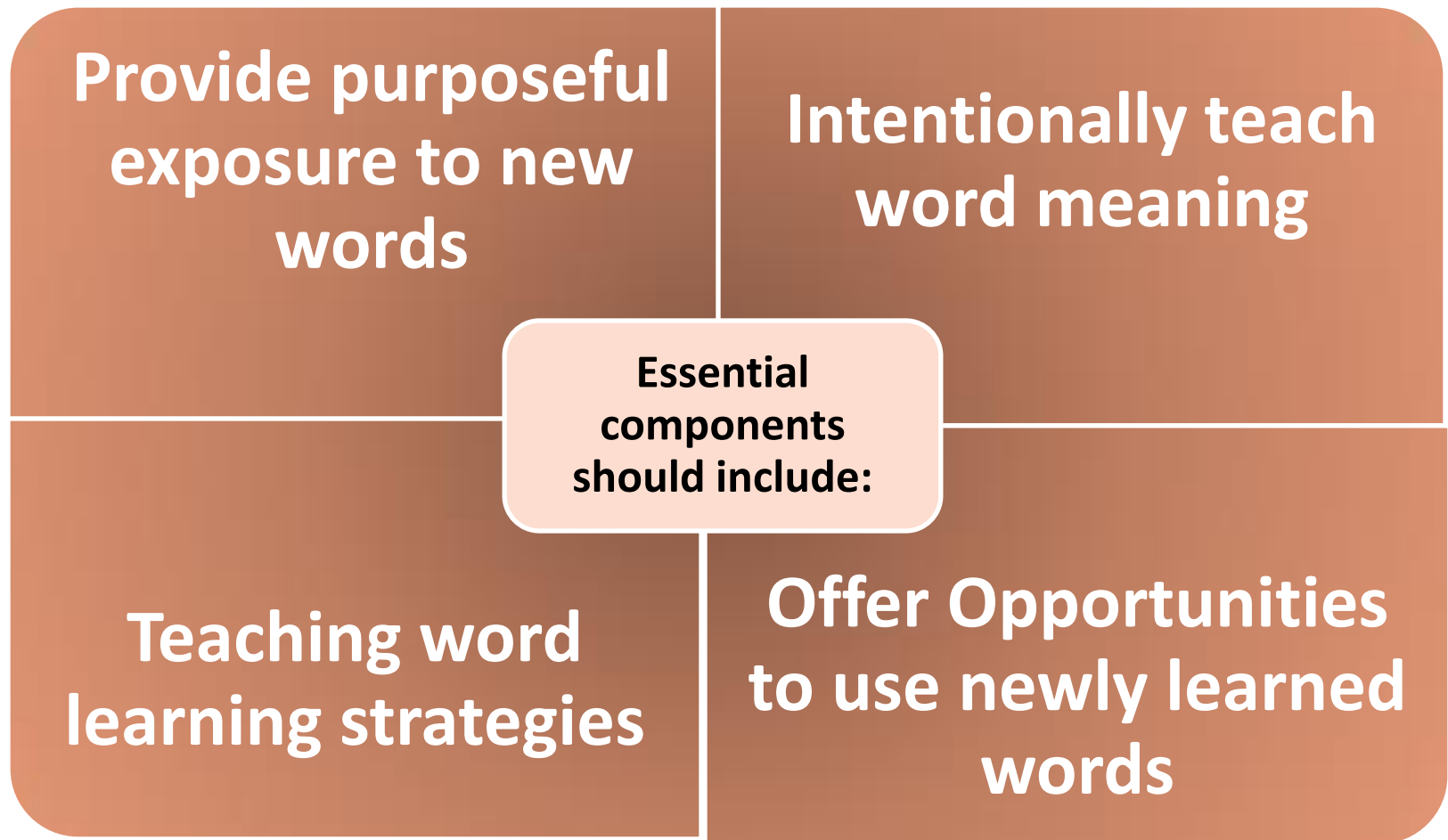
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# Simple View of Reading



Gough & Tunmer,  
1986

# The Four Ply Vocabulary Plan



# Four-Part Routine

**Provide purposeful  
exposure to new  
words**

Teaching of individual words

Essential  
components  
should include:

Teaching word learning  
strategies

Opportunities to use the word

# From Columbus' journal

## *What Tier 2 words would you teach?*

*October 11, 1492*

Presently many inhabitants of the island assembled. It appeared to me to be a race of people very poor in everything. They carry no weapons, and are ignorant of them; when I showed them some swords they took them by the blade and cut themselves.

Their hair is short and coarse, almost like the hairs of a horse's tail. They wear the hairs brought down to the eyebrows, except a few locks behind, which they wear long and never cut. Some paint themselves white, others red, and others of what color they find. Some paint their faces, others the whole body, some only round the eyes, others only on the nose.

# Vocabulary Routine – Step 1:

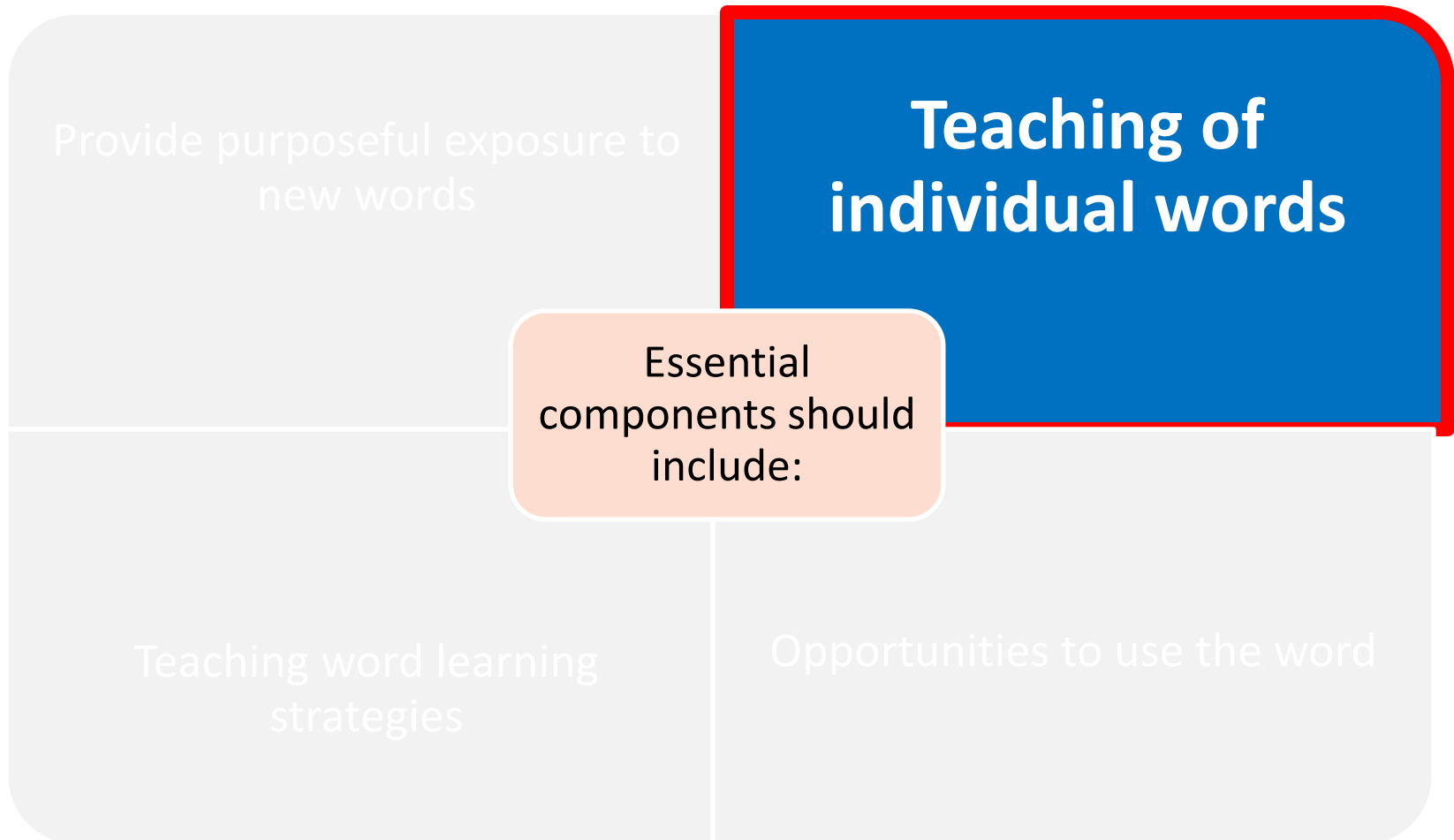
## Contextualize the New Word

From *Christopher Columbus – journal entry*

***inhabitants***

“Presently many inhabitants of the island  
assembled.”

# Four-Part Routine





# Vocabulary Routine – Step 2:

## Repeat the Phonological Representation

Let's say the word together –

Inhabitants

Tell me the morphemes –

inhabitant

(suffix) -s

Let's whisper it -

inhabitants

# Vocabulary Routine – Step 3 Define

## Using

### Student-Friendly Words

*inhabitants*

A person or animal that  
lives in a place.

# Four-Part Routine

*(Graves, 2000)*

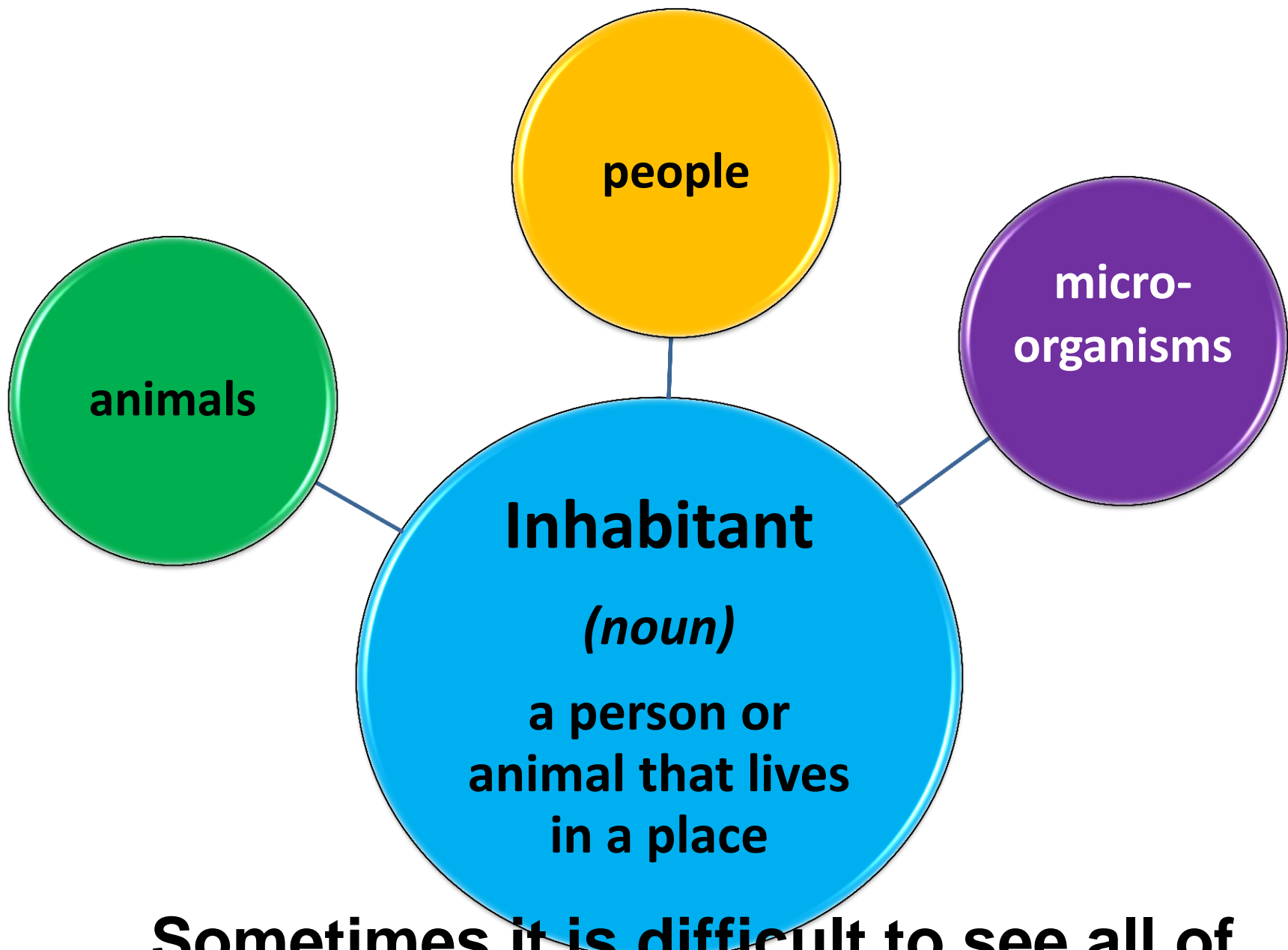
Providing rich and varied  
language experiences

Teaching of individual words

**Essential  
components  
should include:**

**Teaching word  
learning strategies**

Opportunities to use the word



**Sometimes it is difficult to see all of  
the *inhabitants* in the building.**

# Four-Part Routine

*(Graves, 2000)*

Providing rich and varied  
language experiences

Teaching of individual words

Essential  
components  
should include:

Teaching word learning  
strategies

**Opportunities to  
use the word**

# Who are the inhabitants?

	island
	cave
	desert
	ocean

# Comprehension

"Intentional thinking during which meaning is constructed through interactions between text and reader"  
(Harris & Hodges, 1995).

<http://www.readingrockets.org/teaching/reading101/comprehension>

# Difficulties with Comprehension

- Inefficient decoding skills
- Lack of reading fluency
- Lack of oral language and world knowledge
- Inadequate linguistic development



# **Difficulties with Comprehension**

- Language-processing difficulties
- Poor working memory
- Lack of attention
- Lack of metacognitive strategies

# What Good Readers and Critical Thinkers Do...

- ✓ locate and identify important information.
- ✓ recognize relationships that exists among the ideas presented in a text and between those ideas and what the reader already knows.
- ✓ organize ideas into a mental pattern or sequence that makes sense to the reader.

# Exploring Informational Text

**ORGANIZATIONAL PATTERNS AND  
ROUTINES**

# Organizational Patterns

(Marzano et al., 1997)

These apply to the **informational** reading and writing processes.

1. Compare and contrast \*
2. Descriptive patterns \*
3. Episode pattern
4. Process/ Cause-Effect \*
5. Time Sequence pattern \*
6. Concept pattern
7. Generalization/principle pattern

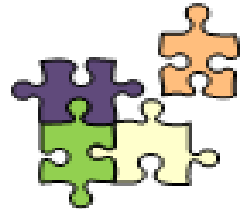
# (Vaughn Gross Center for Reading & Language – pg. 315)

## Elements of Expository/Informational Text

Examples	Newspaper	Textbook	Magazine Articles	Brochures	Catalogues
Purpose	To inform				
Characteristics	One expository passage may be organized using several different text structures.				
<b>Expository/Informational Terms</b> (student-friendly definition)	Cause-Effect	How or why an event happened; what resulted from an event			
	Chronology/ Sequence	The order of events/steps in a process			
	Compare/ Contrast	How two or more things are alike/different			
	Description/ Categorization	How something looks, moves, works, etc.; a definition or characterization			
	Problem- Solution	What's wrong and how to fix it			
	Position-Reason	Why a point or idea should be supported; what's wrong with an idea			

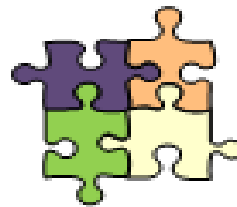
# Center on Instruction

<http://www.centeroninstruction.org/>



## **Informational Text Structure Templates**

October 2012



# From Columbus' journal

## *What Tier 2 words would you teach?*

*October 11, 1492*

Presently many inhabitants of the island assembled. It appeared to me to be a race of people very poor in everything. They carry no weapons, and are ignorant of them; when I showed them some swords they took them by the blade and cut themselves.

Their hair is short and coarse, almost like the hairs of a horse's tail. They wear the hairs brought down to the eyebrows, except a few locks behind, which they wear long and never cut. Some paint themselves white, others red, and others of what color they find. Some paint their faces, others the whole body, some only round the eyes, others only on the nose.

**3.RI.7** Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text.





# Simple View of Reading



Gough & Tunmer,  
1986



Mary Wennersten  
Arizona Department of Education  
K-12 Academic Standards